



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1020 Avenue C, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Helen Coffeen  
Schedule : 07:30 AM to 03:45 PM  
Grades : 4-6  
Web Address : [www.craneschools.org](http://www.craneschools.org)  
Phone Number : (928) 373-3800  
Fax Number : (928) 373-3899  
E-mail : [hcoffeen@apsc.org](mailto:hcoffeen@apsc.org)

### Mission

A standards-based curriculum provides students with opportunities for high quality instruction. Each student is encouraged to do his/her personal best. Our decisions are guided by what is best for students so they may develop into effective citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 SI Year 1  
2004-05 SI Year 1  
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Improve student academic performance in reading by focusing reading instruction on the Arizona Academic Standards and emphasizing the national five elements of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency.
- ü Improve students' writing skills using 6 x 6 Trait writing rubric and 'Writing up a Storm' programs.
- ü Improve student academic performance in math by focusing math instruction on the Arizona Academic Standards.
- ü Offer R/E-Teach and enrichment classes to students in reading and math.

### Enrollment

October 1, 2005 School Year Student Enrollment : 460  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 14

## Instructional Programs

- ü Harcourt Brace Trophies Reading Program
- ü Six Trait Writing Instruction
- ü Avenues/High Point
- ü 'Writing Up a Storm'

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

## Shared Responsibilities

### School

The School/Parent Compact asks that staff provide an academic curriculum based on the Arizona Academic Standards; frequent communication with parents; a safe, caring environment in which all students can succeed; and appropriate daily homework.

### Parents

The School/Parent Compact asks that parents send children to school every day, prompt, rested, homework completed; spend time each day reading, writing, talking or listening; reinforce school rules; attend conferences; set up a quiet study time.

## Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Bus riding is a privilege which may be suspended if students do not follow safety rules.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü YRE Award	2004
ü 5th grader won 1st place in Geometry in Math Challenge	2004
ü Successful Elem school Selected by Bill Gates Institute	2003
ü NIE teacher of the Year	2002

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	683	80147	90	97	99	476	487	482	12	8	11	19	15	17	52	52	49	17	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	350	39281	94	99	99	474	484	483	13	8	9	19	15	17	54	55	50	14	22	24
Male	53	333	40780	84	95	98	479	491	482	11	8	12	19	14	17	49	49	48	21	29	24
African American	--	13	4249	--	100	99	--	499	464	--	8	17	--	15	22	--	46	48	--	31	13
Hispanic	114	510	33494	89	97	99	473	481	466	12	9	15	20	15	23	53	55	49	15	20	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	15	146	36122	94	97	99	499	507	501	7	3	5	13	14	10	47	41	50	33	42	35
Students with Disabilities	15	69	10295	48	70	92	475	459	443	20	26	33	27	26	26	33	35	33	20	13	8
Students without Disabilities	117	614	69852	100	100	100	476	490	488	11	6	7	18	14	16	55	54	51	16	27	26
Limited English Proficient Students	50	196	12722	79	92	97	448	455	441	16	16	27	36	27	33	46	51	37	2	6	3
Migrant Students	16	54	622	89	93	97	455	473	454	19	13	19	25	13	30	50	56	43	6	19	8
Economically Disadvantaged	130	488	38371	88	94	97	475	480	465	12	9	15	19	17	23	53	55	49	16	20	13
Non-Economically Disadvantaged	NC	195	41776	NC	100	100	NC	506	498	NC	6	6	NC	10	11	NC	45	49	NC	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	685	79686	93	97	98	452	464	470	17	10	11	32	31	24	47	52	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	350	39163	95	99	99	456	466	475	14	9	9	28	26	22	55	57	60	4	7	10
Male	56	335	40438	89	96	97	447	461	465	21	11	13	39	36	25	36	46	54	4	7	7
African American	--	13	4228	--	100	98	--	465	458	--	8	15	--	46	28	--	31	53	--	15	4
Hispanic	117	511	33299	91	97	98	447	456	452	20	12	17	33	35	32	46	50	47	1	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	16	147	35914	100	98	98	486	488	489	NA	5	5	25	17	15	50	60	67	25	18	14
Students with Disabilities	19	71	9808	61	72	87	437	439	432	37	24	35	26	37	32	37	35	30	NA	4	3
Students without Disabilities	117	614	69878	100	100	100	454	466	475	14	9	8	33	30	23	49	54	61	4	7	9
Limited English Proficient Students	52	196	12594	83	92	96	423	429	422	35	23	34	44	49	45	21	27	21	NA	NA	0
Migrant Students	16	54	611	89	93	95	434	446	439	25	17	22	38	37	39	38	44	37	NA	2	2
Economically Disadvantaged	133	487	38095	90	94	97	452	455	452	17	12	17	32	35	32	48	49	48	3	3	3
Non-Economically Disadvantaged	NC	198	41591	NC	100	99	NC	484	486	NC	6	6	NC	20	16	NC	59	65	NC	16	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	706	80372	100	100	99	456	475	475	7	3	4	40	30	30	53	66	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	362	39452	100	100	99	461	481	488	7	3	3	31	23	22	62	72	72	NA	1	3
Male	62	344	40836	98	98	98	448	469	464	8	3	6	52	36	37	40	59	56	NA	1	1
African American	--	13	4264	--	100	99	--	487	465	--	NA	5	--	23	35	--	69	59	--	8	1
Hispanic	127	530	33608	99	100	99	455	471	462	7	4	6	41	31	36	52	65	57	NA	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	18	149	36213	100	99	99	452	486	489	11	3	2	33	26	22	56	68	72	NA	3	3
Students with Disabilities	32	92	10526	100	93	94	414	429	427	19	13	15	56	53	53	25	33	31	NA	1	1
Students without Disabilities	116	614	69846	100	100	100	466	481	482	4	2	3	35	26	26	60	71	69	NA	1	2
Limited English Proficient Students	62	211	12747	98	99	97	433	446	432	13	7	12	52	50	52	35	44	36	NA	NA	0
Migrant Students	17	56	621	94	97	97	469	471	452	6	4	9	35	29	40	59	68	51	NA	NA	0
Economically Disadvantaged	144	507	38521	98	98	98	456	469	461	7	4	6	40	31	38	53	64	55	NA	0	1
Non-Economically Disadvantaged	NC	199	41851	NC	100	100	NC	491	489	NC	2	3	NC	26	22	NC	69	72	NC	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	682	79306	85	94	99	501	509	504	14	9	13	18	19	20	47	51	49	20	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	332	38845	87	97	99	506	508	505	10	9	11	16	19	20	52	53	50	23	20	18
Male	77	350	40383	84	92	98	497	510	504	18	9	14	19	20	19	44	50	47	18	21	19
African American	NC	22	4171	NC	92	98	NC	512	485	NC	9	20	NC	14	26	NC	55	44	NC	23	10
Hispanic	119	501	32673	85	94	99	498	500	487	14	10	18	19	23	25	48	52	46	18	15	10
Asian/Pacific Islander	NC	14	2147	NC	100	99	NC	565	539	NC	NA	5	NC	NA	10	NC	64	46	NC	36	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	15	139	36234	83	96	99	533	536	523	13	6	6	13	9	13	33	47	52	40	38	28
Students with Disabilities	NC	59	10286	NC	56	91	NC	480	462	NC	25	41	NC	29	27	NC	39	27	NC	7	5
Students without Disabilities	133	623	69020	100	100	100	501	511	510	13	8	9	19	18	18	48	53	52	20	22	21
Limited English Proficient Students	46	152	10291	74	85	96	466	466	458	33	26	38	26	37	34	37	36	26	4	1	2
Migrant Students	16	79	630	80	93	95	476	494	478	25	11	24	19	27	27	50	51	43	6	11	6
Economically Disadvantaged	138	493	37437	85	92	97	501	501	486	14	11	19	17	22	26	48	51	46	20	16	9
Non-Economically Disadvantaged	NC	189	41869	NC	100	100	NC	531	521	NC	5	7	NC	11	14	NC	52	51	NC	31	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	684	79000	87	94	98	472	485	489	13	8	10	35	28	24	49	57	58	4	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	333	38774	87	97	99	481	490	494	10	8	7	27	24	22	61	61	61	2	8	10
Male	80	351	40150	87	92	98	465	480	485	15	8	12	40	32	25	40	54	55	5	7	8
African American	NC	22	4153	NC	92	98	NC	481	476	NC	5	13	NC	27	30	NC	64	53	NC	5	4
Hispanic	120	500	32508	86	94	98	468	476	472	14	9	15	35	32	33	49	55	49	2	3	3
Asian/Pacific Islander	NC	14	2142	NC	100	99	NC	536	510	NC	NA	4	NC	7	14	NC	57	67	NC	36	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	17	142	36135	94	98	98	499	512	508	NA	2	4	35	15	14	47	63	67	18	19	15
Students with Disabilities	NC	61	9991	NC	58	88	NC	457	449	NC	26	33	NC	31	36	NC	39	29	NC	3	2
Students without Disabilities	133	623	69009	100	100	100	473	487	495	12	6	6	33	28	22	51	59	62	4	8	10
Limited English Proficient Students	47	153	10199	76	85	95	435	441	439	34	27	35	51	56	47	15	17	18	NA	NA	0
Migrant Students	17	80	629	85	94	95	445	468	457	29	16	22	53	35	41	18	44	37	NA	5	1
Economically Disadvantaged	141	493	37234	87	92	97	472	476	472	13	10	15	34	32	33	50	55	50	4	4	3
Non-Economically Disadvantaged	NC	191	41766	NC	100	99	NC	507	505	NC	3	5	NC	18	16	NC	64	65	NC	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	721	79611	100	100	99	474	499	496	10	6	7	48	34	37	42	60	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	346	39016	100	100	99	499	511	511	3	3	4	42	27	29	56	68	66	NA	1	1
Male	93	375	40519	100	98	98	455	487	482	16	7	10	53	41	44	31	51	46	NA	0	0
African American	NC	23	4188	NC	96	98	NC	494	486	NC	9	9	NC	39	40	NC	52	50	NC	NA	0
Hispanic	143	532	32855	100	100	99	476	495	481	10	6	10	48	37	43	42	57	47	NA	0	0
Asian/Pacific Islander	NC	14	2149	NC	100	100	NC	524	519	NC	7	4	NC	14	24	NC	79	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	17	145	36380	94	100	99	469	511	511	6	4	4	47	27	30	47	67	65	NA	2	1
Students with Disabilities	32	97	10664	97	92	94	422	453	440	19	14	23	72	57	54	9	29	22	NA	NA	1
Students without Disabilities	133	624	68947	100	100	100	485	505	504	8	4	4	42	31	34	50	64	61	NA	1	1
Limited English Proficient Students	64	175	10362	100	98	97	449	460	438	20	14	22	55	57	57	25	29	21	NA	NA	NA
Migrant Students	19	83	636	95	98	96	456	494	467	21	10	14	47	31	47	32	58	38	NA	1	0
Economically Disadvantaged	164	530	37626	100	99	98	475	492	479	10	6	10	48	39	45	42	55	45	NA	0	0
Non-Economically Disadvantaged	NC	191	41985	NC	100	100	NC	519	511	NC	4	4	NC	21	30	NC	73	65	NC	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	712	79327	90	95	98	510	528	518	22	12	19	24	19	20	41	51	46	12	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	355	38961	90	96	98	508	529	520	20	10	16	24	19	20	45	53	48	11	18	16
Male	82	356	40295	89	94	97	511	527	516	24	14	21	24	19	19	38	49	44	13	19	16
African American	NC	17	4247	NC	89	98	NC	509	499	NC	24	27	NC	29	24	NC	35	41	NC	12	8
Hispanic	123	506	32327	88	95	98	501	520	499	24	14	27	29	22	25	39	50	41	8	14	8
Asian/Pacific Islander	NC	11	1939	NC	92	99	NC	515	556	NC	9	6	NC	27	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	NC	10	4391	NC	83	96	NC	NA	489	NC	NA	32	NC	NA	27	NC	NA	36	NC	NA	4
White	24	168	36373	96	98	98	549	555	538	17	7	10	8	9	14	42	53	52	33	32	25
Students with Disabilities	15	56	9321	45	62	87	465	481	467	33	38	54	40	27	22	27	32	21	NA	4	3
Students without Disabilities	141	656	70006	100	100	100	514	531	524	21	10	14	23	18	19	43	52	49	13	20	18
Limited English Proficient Students	37	132	9431	82	90	95	472	485	466	51	36	53	30	29	27	19	33	18	NA	3	1
Migrant Students	16	64	635	94	93	94	488	509	488	44	17	31	25	27	29	19	45	36	13	11	4
Economically Disadvantaged	154	504	37097	89	93	97	511	519	498	22	15	27	24	22	25	42	49	41	12	14	7
Non-Economically Disadvantaged	NC	208	42230	NC	100	99	NC	550	535	NC	5	11	NC	12	15	NC	54	50	NC	29	24

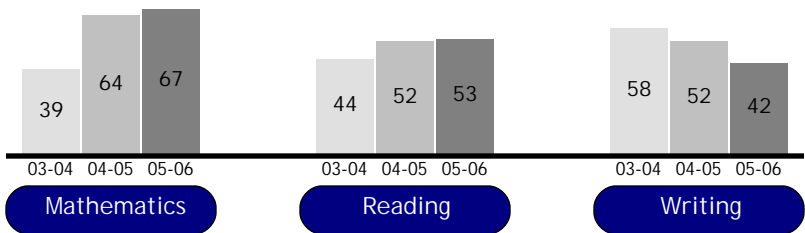
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	716	79501	93	96	98	481	496	497	17	8	10	29	26	25	51	63	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	360	39062	95	97	99	481	501	502	17	7	8	37	27	23	45	63	64	1	3	5
Male	84	355	40368	91	94	98	481	491	491	18	10	13	21	25	27	57	63	57	4	2	3
African American	NC	18	4279	NC	95	99	NC	489	485	NC	6	14	NC	33	30	NC	56	54	NC	6	2
Hispanic	128	507	32389	91	95	98	473	488	478	19	9	16	34	32	34	45	58	48	2	1	1
Asian/Pacific Islander	NC	11	1936	NC	92	99	NC	487	519	NC	18	3	NC	9	14	NC	73	73	NC	NA	9
American Indian/Alaskan Native	NC	11	4401	NC	92	96	NC	483	473	NC	27	17	NC	9	40	NC	64	43	NC	NA	1
White	24	169	36446	96	98	99	515	522	516	13	4	4	8	9	15	71	79	73	8	7	7
Students with Disabilities	21	58	9411	64	64	88	447	456	453	29	29	36	33	40	36	38	31	26	NA	NA	1
Students without Disabilities	141	658	70090	100	100	100	485	499	502	16	7	7	28	25	24	53	66	65	3	3	5
Limited English Proficient Students	39	128	9401	87	88	94	438	453	443	46	28	40	44	52	46	10	20	14	NA	NA	0
Migrant Students	17	66	642	100	96	95	458	474	465	41	20	24	24	36	41	35	44	35	NA	NA	0
Economically Disadvantaged	160	506	37183	92	93	97	482	488	479	17	10	16	29	30	34	51	58	49	3	2	1
Non-Economically Disadvantaged	NC	210	42318	NC	100	99	NC	514	513	NC	3	5	NC	16	17	NC	77	70	NC	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	741	80000	99	99	99	560	574	564	2	1	3	16	7	11	77	80	75	5	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	367	39288	99	99	99	573	587	579	1	1	2	11	5	6	80	78	77	7	16	16
Male	92	373	40644	100	99	98	549	562	549	2	2	4	20	10	15	75	82	74	3	6	7
African American	NC	19	4307	NC	100	99	NC	584	551	NC	NA	4	NC	5	13	NC	84	75	NC	11	7
Hispanic	138	526	32672	99	99	99	555	569	548	2	2	4	17	8	14	78	82	76	3	9	6
Asian/Pacific Islander	NC	12	1945	NC	100	99	NC	547	592	NC	8	1	NC	8	4	NC	75	69	NC	8	25
American Indian/Alaskan Native	NC	11	4424	NC	92	97	NC	568	549	NC	NA	3	NC	18	14	NC	73	77	NC	9	5
White	25	173	36602	100	100	99	580	592	579	NA	1	2	12	5	7	76	76	75	12	18	16
Students with Disabilities	31	81	9919	94	89	93	508	527	505	6	5	9	35	25	35	58	69	54	NA	1	2
Students without Disabilities	142	660	70081	100	100	100	570	580	571	1	1	2	11	5	7	82	82	79	6	12	12
Limited English Proficient Students	43	141	9571	96	97	96	525	534	502	2	4	10	35	18	29	63	78	60	NA	NA	1
Migrant Students	17	66	654	100	96	97	537	561	534	6	2	7	24	9	16	65	88	74	6	2	3
Economically Disadvantaged	170	527	37534	98	97	98	560	569	547	2	2	4	15	8	15	78	82	76	5	8	5
Non-Economically Disadvantaged	NC	214	42466	NC	100	100	NC	588	578	NC	1	2	NC	6	7	NC	76	75	NC	17	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	91	29	NA	56	99	35	43	48	90	41	48	52
	Language	95	32	51	52	99	35	44	49	99	39	46	52
	Mathematics	95	50	72	61	99	47	55	53	88	52	61	58
5	Reading	94	36	NA	55	97	38	45	50	85	44	52	56
	Language	97	42	48	49	97	42	48	50	99	39	48	54
	Mathematics	98	62	72	63	97	44	48	49	83	54	52	52
6	Reading	96	42	NA	56	98	47	53	51	91	46	56	56
	Language	97	34	49	48	98	41	48	47	97	37	48	50
	Mathematics	97	62	78	66	98	51	61	52	88	52	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Rancho Viejo Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Reporting Standards to Parents
- Ü Title I Improvement Plan
- Ü School Safety Issues
- Ü Curriculum Adoptions
- Ü Parent/Educator Relations
- Ü School Compact/Parent Survey

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	29.00
Other Professional Staff	2.50	Teacher Aide	2.90

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	6%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab for Students
- Ü Multipurpose room
- Ü Media Center
- Ü Art, Music and Band rooms

### Extracurricular Activities

- Ü Homework Help/Book Exchg. Before School
- Ü Drama Club
- Ü AfterSchool/Intersession/Gifted Programs
- Ü Student Council
- Ü Sporting Programs
- Ü Tutoring
- Ü Math Challenge/Curren Events Challenge
- Ü Band

### Social Services

- Ü YRMC School-Based Health Center
- Ü School Bell
- Ü Dental Screening and Sealants
- Ü Backpacks with School Supplies
- Ü Adult Education
- Ü Counseling
- Ü Free Breakfast and Lunch Programs
- Ü Parenting Classes

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü A comparison between 2004 and 2005 AIMS reading scores shows a 17 percent increase in fifth grade students meeting or exceeding the standard.
- ü A comparison between 2004 and 2005 AIMS math scores shows a 32 percent increase in fifth grade students meeting or exceeding the standard.
- ü A comparison between 2004 and 2005 AIMS writing scores shows a 3 percent increase in fifth grade students meeting or exceeding the standard.
- ü Rancho Viejo teachers scored the highest in Crane School District in the area of instructional time maximized on the Data-in-a-Day instrument.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We model and practice lifeskills of respect, cooperation and kindness, responsibility and integrity, problem solving and common sense, and personal best and effort. Teachers provide safety and prevention instruction. During physical education classes students learn life-long physical activities and good nutrition to promote a healthy lifestyle.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Helen Coffeen	(928) 373-3800
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Bobbie Henry	(928) 373-3802
School Nutrition Programs	Jane Johnson	(928) 373-3911
Parent Organization		
Student Health/Nurse	Maria Shelton	(928) 373-3816

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.